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## Evaluation with Collaboration

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### Assessment as a vehicle for learning: extending collaboration into testing

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## Quiz Setup

- The study in the paper used a confidence interval of 5 and a grading formula that applied a penalty for incorrect answers
- I found that no penalty was required, since I used questions that were fairly challenging, so I removed that part
- I also adapted the exercise for students to choose a confidence level of 4 (which worked better since my q's have 4 possible answers)
- Immediate feedback was also provided to dispel any misconceptions

## Benefits of Collaborative Testing

- In observing the exercise, I heard conversations that told me learning was occurring
- On end of semester course evaluations this year, about 2/3 of the class rated the collaborative quizzes as very good or excellent (on a 7-point likert scale) when asked how helpful the exercises were in achieving course objectives

## Drawbacks of Collaborative Testing

- Students who are more persuasive can sway members of their group to choose the wrong answer – the paper refers to this as “regressive collaboration”
- Some students may not prepare, and count on other members of the group to do the talking and thinking – referred to in the paper as “social loafing”

## Future Plans

- I intend to keep using this technique, although I would like to further refine the questions, some questions may be more ambiguous than anticipated
- I attended the Pearson teaching conference this year and saw a presentation by UBC researchers on collaborative exams – I plan to implement this for the midterm this year

## References

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